

SOPHOMORE SEMINAR: Craft + Object in Contemporary Art

COURSE DESCRIPTION:

What are the concerns that drive one's creative practice? How does one set the terms for its future development? *Sophomore Seminar* offers interdisciplinary strategies for the evaluation and communication of students' individual practice as artists, designers, and/or scholars. Through essential readings, studio projects, and writing, students will generate narratives about how and why they make art. This section will look specifically at the role of labor in artistic practice and will include texts and discussions specific to craft's engagement in contemporary art. Students working in the vernacular of craft are strongly encouraged to enroll in this section to expand their knowledge, build a cohesive body of work, and learn to engage with others.

STUDENT EXPECTATIONS:

Students are expected to come to each class prepared and focused. Students are expected to actively and thoughtfully engage in all discussions and critiques.

READINGS:

1. David Wojnarowicz, *Close to the Knives, Self-Portrait in Twenty-Three Rounds* (p 3-9). 1991
2. Jordan Baumgarten, *Unpacking Home* (artist statement), 2018
3. Ted Pruves and Shane Aslan Selzer, *What We Want is Free: Critical Exchange in Recent Art*, 2013
4. Pamela Fraser, *Beyond Critique: Contemporary Art in Theory, Practice, and Instruction*, 2018
5. Paper Monument, *I Like Your Work: Art and Etiquette*, (selected texts) 2009
6. Glen Adamson, *The Invention of Craft*, 2013
7. Sol LeWitt's letter to Eva Hesse, 1965
8. Elissa Auther, *String, Felt, Thread: The Hierarchy of Art and Craft in American Art*, 2010
9. John Waters, *Make Trouble*, 2015

KEY ASSIGNMENTS + OFF SITE VISITS:

- Studio and Gallery visit to Adler + Floyd (3537 S Western Blvd., Chicago IL 60609)
- 5 Obstructions (Watch film + complete assignment)
- Exhibition Review
- Critical Exchange (Small group) – generosity in critiques and studio visits

COURSE LEARNING GOALS:

At the conclusion of the Sophomore Seminar, students will be able to:

1. Present self-motivated work of an iterative nature that demonstrates conceptual focus and technical ability as well as the beginning of a personal direction.
2. Communicate a rationale for a self-designed curricular pathway for the third and fourth year at SAIC as well as a post-graduation goal.
3. Participate in a rigorous critique process in the art and design context that integrates peer-to-peer analysis as well as faculty to student feedback.
4. Demonstrate the ability to think, speak, and write clearly and effectively especially in regards to the developing body of creative work.
5. Display an empathetic capacity to respect, understand, and evaluate work made by a wide variety of artists pursuing creative expression in a broad array of disciplines.